**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: Topic 3-5 Dividing By a Whole Number** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| 1- Daily Spiral Review 3-5  2- Go through the problems together before moving on to the new material. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Model using a computation problem for the class. 2. Label the parts of the problem being discussed. (Quotient, ones place, tenths place, and decimal point). 3. Allow a student to come up to the board and create another example. 4. Have the rest of the class copy the problem and label the parts of the problem. 5. Have each student then create a problem on his or her own, label the parts of the problem, and check it with a partner. |  |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. Split your class into groups. 2. Give each group a different amount of money (use real money to make real-life connections) 3. Present the problem: “How can you divide the money equally among yourselves?” Allow students time to solve this problem using any method they choose. Then, have them discuss their solutions with the class. 4. You can change this activity by changing the amount of people per group or the amount of money that each group has to work with. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   1. Come together as a class to discuss one example. Talk about what numbers are important and what numbers you will be using to divide to solve the problem. 2. Use the teaching tool (tenths model) provided in Envision. 3. EXAMPLE: Chris and two friends count $3.60 in loose change. How can they divide the money equally among themselves? With this example, the students can cut each tenth strip from the teaching tool, then make three equal groups. Along with the strips, they can write the problem out and show (draw or use numbers) how they split the money among the three friends. 4. After completing a few examples, discuss the importance of including the decimal point. Talk about how much of a difference it would make if you forget the decimal ($1.20 vs $120 for the previous example) 5. As a whole group, work through the example on paper. Show how dividing a decimal by a whole number is very similar to dividing a whole number by a whole number and help them make connections to what they already know. 6. Work through several problems as a class, as partners, and independently to practice inserting the decimal in the correct spot and making sense of the problem. 7. Allow students to use the money to represent their problems as they practice writing them. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) * Student page from the topic pouch |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Assign problems 6-24 (Even)s on page 75 from Envision. 2. Students can use a journal to work through problems or a piece of paper. 3. Check the work the following day as a whole group. 4. Discuss misconceptions, problems, and work through a story problem for a quick review. 5. If students do not finish in class, the problems become homework. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  *Quick Check*   * + *Writing to Explain (Write the problem, explain the problem, draw the problem, explain findings)*   + *Mind Game Quiz Show*   + *Daily Spiral Review*   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Teacher Observation*   + *Free-Response Test*   + CBM-Math   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| See Suggested Center Activities from Envision for some great ideas! | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review*  1. Review, correct, and collect homework the following morning to check for understanding. | |